

3 Years of *progress*

2009–2010

DC Public Schools

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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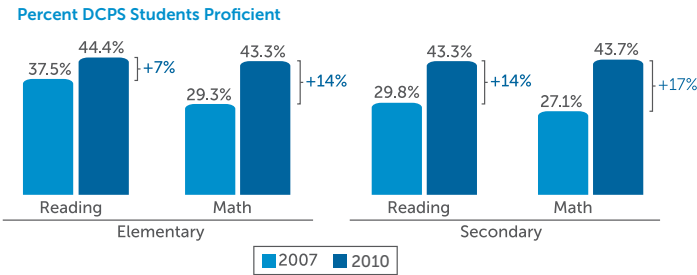


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Growing Student Achievement

In the past three years, according to the DC Comprehensive Assessment System (DC CAS) both elementary and secondary DCPS students have made dramatic gains—as much as 17 percentage points—in reading and math.



In addition:

- Our African-American secondary students have seen double digit gains in reading and math.
- The percentage of our secondary students who achieved advanced status in reading and math has more than doubled.
- The percentage of our special education students achieving proficient status has more than doubled.

DCPS is:

- the only urban jurisdiction that made significant gains in grades 4 and 8.
- the only urban jurisdiction in which every subgroup improved their scores.
- DCPS led the nation in growth among Hispanics and was second in the nation in growth among African-Americans.

According to the National Assessment of Educational Progress (NAEP), the gold standard of student assessment, since 2007, DCPS has led the nation in growth among 4th graders.

Gains for Fourth Graders in Urban School Districts

Growth Ranking 2007 to 2009	Urban School District	Change 2007 to 2009
1	District of Columbia (DCPS)	+6
2	Boston	+3
3	San Diego	+2
4	Chicago	+2
5	Atlanta	+2
6	Houston	+2
7	New York City	+1
8	Charlotte	+1
9	Los Angeles	+1
10	Austin	0
11	Cleveland	-2



An Excellent Teacher in Every Classroom

Teacher accountability was a major piece that was missing from DCPS and a main reason why DCPS was failing its students for so long. **IMPACT** now holds teachers accountable.”

—TIJWANNA PHILLIPS, DCPS PARENT, ADVISORY NEIGHBORHOOD COMMISSIONER (WARD 8)



Children have the greatest chance at success when they are taught by a highly effective teacher.

A rigorous new teacher evaluation system—IMPACT—launched in August 2009, is an important factor in raising teacher quality and is a model for others around the country.

- Teachers are observed and given feedback over the course of an entire year.

- Evaluations are based on these observations and, in many cases, evidence of student performance.
- Highly effective teachers are celebrated widely and receive bonuses based on the pay-for-performance plan.
- Teachers rated ineffective are separated from DCPS.
- Minimally effective teachers are given one year to improve their performance.

Teachers ratify groundbreaking union contract that...

- provides retroactive raises for all teachers.
- works with IMPACT to provide unprecedented bonuses for the highly effective teachers who raise student achievement.
- prevents teachers from being forced onto schools; principals are finally free to build their own teams and to make hiring decisions based on teacher quality.
- increases compensation for highly effective teachers in high-poverty schools, making it possible for DCPS to recruit, hire, and retain what our students deserve—the very best teachers.



Modernized School	Ward
H.D. Cooke ES	1
Tubman ES	1
School Without Walls HS	2
Deal MS	3
Janney ES	3
Stoddert ES	3
Wilson HS	3
Truesdell EC	4
Whittier EC	4
Burroughs EC	5
Phelps ACE HS	5
Wheatley EC	5
Brent ES	6
Eastern HS	6
J.O. Wilson ES	6
Tyler ES	6
Walker-Jones EC	6
Burrville ES	7
Drew ES	7
Sousa MS	7
Thomas ES	7
Woodson HS	7
Anacostia HS	8
Ferebee-Hope ES	8
Johnson MS	8
King ES	8
Savoy ES	8

Modernizing Buildings

Since 2007, 27 schools have been modernized, or have modernization underway, with a special focus on the most at-risk areas of the city. Improving the educational environment in every classroom and academic space positively impacts learning and student growth. By 2014, every school in the district will have been modernized.

IMPROVEMENTS INCLUDE:

- \$156 million spent for school construction in Ward 5, the largest dollar amount spent in a ward in the city, and \$133 million in Ward 8, the second largest amount spent in a single ward.
- Bringing online more than 6,300 new school-based computers for teachers and school staff.
- Upgrading 51 school health suites.

Even a full year after modernization, people still marvel about how gorgeous the building has become. Students speak of their building with pride and are very conscious about keeping the environment clean and looking new. Over the last year, I have seen an increase in student engagement, student enthusiasm and academic performance."

—HARRY HUGHES, PRINCIPAL OF TUBMAN ELEMENTARY SCHOOL





Progress in Special Education

Our commitment to serving our special education students has led to unprecedented progress over the last three years:

Created Early Stages...

an innovative diagnostic center for children between the ages of two and five years old, helps parents identify any delays that a child may have and provide appropriate services to help address those delays. Services are available free to all families that live in the District.

Implemented Full Service Schools...

a school model in select middle schools, helps students get the mental and academic support needed to be successful. This program marks the first large scale in-school wrap around support model in the District.



Closed the JC. V. Vance Case...

a six year old class action lawsuit against DCPS and the Department of Corrections (DOC) about special education services for incarcerated youth. This marks a major milestone in DCPS' efforts to provide quality special education services to all special needs students in compliance with the Individuals with Disabilities Education Act.



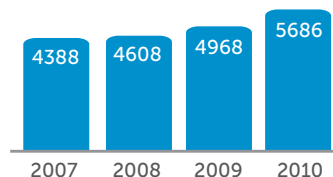
Serving our Youngest Students

Parents are embracing the high quality, early childhood options provided by DCPS.

- Since 2007, DCPS has added more than 1,300 preschool, pre-Kindergarten, and Head Start seats across all eight wards.
- For 2010-2011, this will mean 25 new classrooms across 18 schools, and represents an increase of 225 preschool seats and 200 Pre-K seats over 2009-2010.
- Already in the 2010-2011 school year Kindergarten enrollment has increased by 9% over the last school year.



Total Number of PS & PK Seats





Get Involved, Stay Involved

- Volunteer in one of DC's highest need schools
- Join your school's parent organization—PTA, PTO, HAS, or School Advisory Board
- Mentor a student
- Facilitate internship opportunities for secondary school students
- Attend a parent/teacher conference and community meetings

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